

Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
“The School Play” by Gary Soto

Grade:
6

Contributor, School:
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Time Frame:
60 minutes

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

2.0 Historical, Cultural, and Social Context
Students will demonstrate an understanding of music as an essential aspect of history and the human experience.
3.0 Creative Expression and Production
Students will demonstrate the ability to organize musical ideas and sounds creatively.

Reading/English Language Arts Content Standard(s)

3.0 Comprehension of Literary Text

Music Content Indicator(s)

2.3 Identify and explain the relationship of music to dance, theatre, the visual arts, and other disciplines.
3.2 Preserve musical ideas through simple compositions and arrangements .

Reading/English Language Arts Content Indicator(s)

3.3 Analyze elements of narrative texts to facilitate understanding and interpretation.

Music Content Objective(s)

2.3.b Describe how music is a unique means of individual expression.
3.2.c Compose and use traditional notation to preserve ostinatos that enhance given melodies

Reading/English Language Arts Content Objective(s)

3.3.d Analyze characterization.

Objective(s) (Connecting the content areas)

Participants will create a sound composition to convey character traits of the main characters in a story.

Key Arts Vocabulary

dynamics (softer/louder), pitch (high/low), duration (long/short)

Key Reading/English Language Arts Vocabulary

character traits

Prior Knowledge Students Need for This Lesson

Arts

- Students are able to identify a variety of musical instruments by sight and sound.

Reading/English Language Arts

- Students will be able to identify the characters in “The School Play.”

- Students will have had performance experience through singing and playing instruments in general music class.

Materials and Resources

Materials and Resources for the Class

- “The School Play” by Gary Soto
- Musical instruments borrowed from the music room

Materials and Resources for the Teacher

- “The School Play” by Gary Soto
- Musical instruments borrowed from the music room

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- Discuss and list character traits of story characters.
- Listen to a variety of musical instruments.
- Brainstorm together which musical instruments might represent a character students have read about in a story. Discuss how a character’s traits, a character’s motivation, or a character’s personal growth might be communicated using music.
- On a table, have musical instruments available. Encourage students to explore/play with the instruments provided. If instruments are not available, students will listen to recordings of instruments.
- Introduce the musical concepts of dynamics and pitch, and demonstrate how each may be incorporated to illustrate a character’s traits, motivation, or personal growth.
- Students will “turn and talk” to a partner to explain what instruments could be used to represent the characters in the story “The School Play.”
- Divide the class into triads. Each triad will select a character from “The School Play.”
- Each triad will select three musical instruments that represent three character traits, the character’s motivation, or the character’s personal growth.
- Each triad will write three sentences that explain why they selected those particular instruments.
- Groups will share their characters and play the instruments as the rest of the class guesses which traits or character motivation each performance portrays. Variations of pitch, dynamics, and duration should be encouraged.

Closure/Summary

Students will be encouraged to assess their classmates verbally by telling one thing they liked about the “character trait instrument” and one thing they could improve. The pitch and dynamics should be considered.

Assessment (Description/Tools)

Rubric for Scoring Musical Character Analysis

	3	2	1	0
Includes character traits	Group includes 3 appropriate character traits.	Group includes 2 appropriate character traits.	Group includes 1 appropriate character trait.	Group found no appropriate character traits.
Includes support from text for including character traits	Group supports all three traits with evidence from the text.	Group supports 2 of the traits with evidence from the text.	Group supports 1 trait with evidence from the text.	Group supports no traits with evidence from the text.
Instrumental sound effect uses music elements to convey character traits	Musical sound effect uses music elements appropriately to convey all of the character traits.	Musical sound effect uses music elements appropriately to convey 2 of the character traits.	Musical sound effect uses music elements appropriately to convey 1 of the character traits.	Music elements are not used to convey character traits.

Lesson Extensions

- Students will listen to *Peter and the Wolf* to experience how classical composer Prokofiev used music to describe a character, its motivation, and its character development through a story.
- Students can plan a retelling of the story with an instrumental accompaniment for each character and variations in dynamics, pitch, and duration for actions in the story.
- Students will add dance movements to coincide with the musical instrument representation of the character traits.
- Students will create story boards for settings of the story and then create soundscapes for each scene, incorporating the characters and adding mood sounds.